Index

Alfassi, M., Promoting the "Will" and "Skill" of students at academic risk: An evaluation of an instructional design geared to foster achievement, self-efficacy, and motivation, 30(1), 28-40.

Astleitner, H., Brunken, R., & Leutner, D., The quality of instructional materials for argumentative knowledge construction, 30(1), 3-11.

Box & Little, Cooperative small-group instruction combined with advanced organizers and their relationship to self-concept and social studies achievement of elementary school students, 30(4), 285-7.

Bulach, C., Fulbright, J.P., & Williams, R., Bullying behavior: What is the potential for violence at your school, 30(2), 156-64.

Cassel, R..N., First, second, and third force psychology serves as the only scientific means for determining parole readiness and prison reform, 30(2), 144-55.

Chambers, Hardy, Smith, & Sienty, Personality indicators and Emergency Permit Teachers' willingness to embrace technology, 30(3), 185-88.

ChanLin, L.& Chang,Web-based library instruction for promoting information skills, 30(4), 265-75.

ChanLin, L., Huang, R.S., & Chan, K., Web-based instruction in leaming nutrition, 30(1), 12-21.

Clump, M.A., Bauer, H. & Whiteleather, M., To attend or not to attend: Is that a good question?, 30(3), 220-4.

DeRoma, V.M., Martin, K.M., & Kessler, M. L., The relationship between tolerance for ambiguity and need for course structure, 30(2), 104-9.

Dykeman, B.F., The effects of family conflict resolution on children's classroom behavior, 30(1), 41-46.

Dykeman, B.F., School-based interventions for training social adjustment difficulties in children with traumatic brain injury, 30(3), 225-30.

Ediger, M. Paraprofessionals in reading, 30(1), 93-6.

Ediger, M., Exploring poetry: The reading and writing connection, 30 (2), 165-8.

Ediger, M., Philosophy and measurement of school achievement, 30(3), 231-6.

Ediger, War and peace in the curriculum, 30(4), 288-93.

Gadzella B.M. & Baloglu, M., High and low achieving students on processing, retaining, and retrieval of information, 30(2), 99-103.

Genovese, Historical change in the cognitive and affective language of teaching, 30(4),

Hansen, C.E. & Williams, M.R., Comparison of cross-cultural course changes: From traditional lecture course to contemporary course with biblio-leaming, video-leaminng, and experiential exercises, 30(3), 197-206.

Hosen, R. & Solovey-Hosen, D., The instructional value of fostering social capital in the classroom, 30(1), 84-92.

lkpa, At risk children in resegregated schools: An analysis of the achievement gap, 30(4), 294-304.

Ironsmith, Marva, Harju, & Eppler, Motivation and performance of college students enrolled in self- paced versus lecture-format remedial mathematics courses, 30(4), 276-84.

Johari, A., Effects of inductive multimedia programs in mediating word problem translation, 30(1), 47-68.

Killoran, B.M., Why is your homework not done? How theories of development affect your approach in the classroom, 30(4), 309-15.

Index

Alfassi, M., Promoting the "Will" and "Skill" of students at academic risk: An evaluation of an instructional design geared to foster achievement, self-efficacy, and motivation, 30(1), 28-40.

Astleitner, H., Brunken, R., & Leutner, D., The quality of instructional materials for argumentative knowledge construction, 30(1), 3-11.

Box & Little, Cooperative small-group instruction combined with advanced organizers and their relationship to self-concept and social studies achievement of elementary school students, 30(4), 285-7.

Bulach, C., Fulbright, J.P., & Williams, R., Bullying behavior: What is the potential for violence at your school, 30(2), 156-64.

Cassel, R..N., First, second, and third force psychology serves as the only scientific means for determining parole readiness and prison reform, 30(2), 144-55.

Chambers, Hardy, Smith, & Sienty, Personality indicators and Emergency Permit Teachers' willingness to embrace technology, 30(3), 185-88.

ChanLin, L.& Chang,Web-based library instruction for promoting information skills, 30(4), 265-75.

ChanLin, L., Huang, R.S., & Chan, K., Web-based instruction in leaming nutrition, 30(1), 12-21.

Clump, M.A., Bauer, H. & Whiteleather, M., To attend or not to attend: Is that a good question?, 30(3), 220-4.

DeRoma, V.M., Martin, K.M., & Kessler, M. L., The relationship between tolerance for ambiguity and need for course structure, 30(2), 104-9.

Dykeman, B.F., The effects of family conflict resolution on children's classroom behavior, 30(1), 41-46.

Dykeman, B.F., School-based interventions for training social adjustment difficulties in children with traumatic brain injury, 30(3), 225-30.

Ediger, M. Paraprofessionals in reading, 30(1), 93-6.

Ediger, M., Exploring poetry: The reading and writing connection, 30 (2), 165-8.

Ediger, M., Philosophy and measurement of school achievement, 30(3), 231-6.

Ediger, War and peace in the curriculum, 30(4), 288-93.

Gadzella B.M. & Baloglu, M., High and low achieving students on processing, retaining, and retrieval of information, 30(2), 99-103.

Genovese, Historical change in the cognitive and affective language of teaching, 30(4),

Hansen, C.E. & Williams, M.R., Comparison of cross-cultural course changes: From traditional lecture course to contemporary course with biblio-leaming, video-leaminng, and experiential exercises, 30(3), 197-206.

Hosen, R. & Solovey-Hosen, D., The instructional value of fostering social capital in the classroom, 30(1), 84-92.

lkpa, At risk children in resegregated schools: An analysis of the achievement gap, 30(4), 294-304.

Ironsmith, Marva, Harju, & Eppler, Motivation and performance of college students enrolled in self- paced versus lecture-format remedial mathematics courses, 30(4), 276-84.

Johari, A., Effects of inductive multimedia programs in mediating word problem translation, 30(1), 47-68.

Killoran, B.M., Why is your homework not done? How theories of development affect your approach in the classroom, 30(4), 309-15.

Klecker, Formative classroom assessment using cooperative groups: Vygotsky and random assignment, 30(3), 216-9.
Kranz, P.L., Lund, N.L., & Steele, R.A., Survey of psychodramatists' opinions: Professional issues post 9/11, 30(2), 173-5.
Lett, D.F. & Wright, J.V.. Psychological barriers associated with matriculation of African American students in predominantly white institutions, 30(3), 189-96.
Lewis, V.K., Shaha,, S.H., Farnsworth, B.J., Benson, L.F., & Bahr, D.L., The use of assessment in improving technology-based instruction programs, 30(2), 110-19.
Ogden, W.R., Reaching all students: The feedback leclture, 30(1), 22-7.
Owens, S.L., Smothers B.C., & Love, F.E., Are girls victims of gender bias in our nation's schools?, 30(2), 131-6.
Quarton, B., Research skills and the new undergraduate, 30(2), 120-4.
Reynolds, Wright, & Beale, The role of grandparents in educating today's children, 30(4),
Rucker, M.L. & Gendrin, D.M., The impact of ethnic identification on student leaming in the BBCU classroom, 30(3), 207-15.
Ryan, E.R., Choosieness and the theology of terror, 30(3), 207-15.
Sankaran, S. & Bui, T., Relationship between student characteristics and ethics: Implications for educators, 30(3), 240-53.
Schoen, A.A., What potential does the Applied Behavior Analysis Approach have for the treatment of children and youth with autism., 30(2), 125-30.
Singh, D.K., Families of head start children: A research connection, 30(1), 77-83.
Singh, D.K., Let us hear the parents. 30(2), 169-72.
Stringer, S.J., Reynolds, G.P., & Simpson, F.M., Collaboration between classroom teachers and a schnool counselor through literature circles: Building self-esteem, 30(1), 69-76.
Traynor, P.L., Computer-assisted instruction in learning, 30(2), 137-43.
White, Implementing the multicultural education perspective into the Nursing education curriculum, 30(4), 326-32.
Williams, H.S. & Kingham, M., Infusion of technology into the curriculum, 30(3), 178-84.
Wilson, Notar, & Yunker, Elementary in-service teachers'use of computers in the elementary classroom, 30(4), 256-64.
Yi, Lin, & Kishmoto, Utilization of counseling services by international students, 30(4), 333-42.